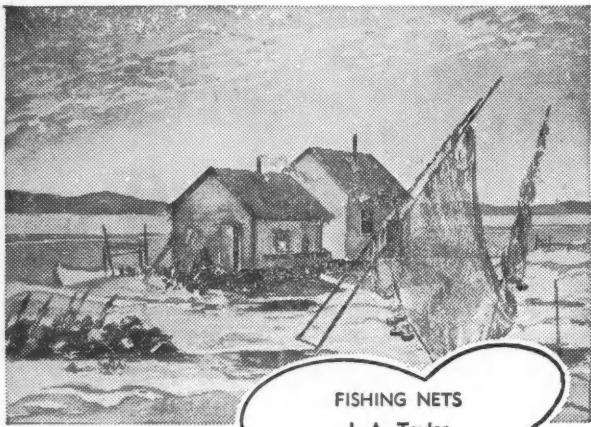


# The ATA Magazine

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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION





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J. A. Taylor

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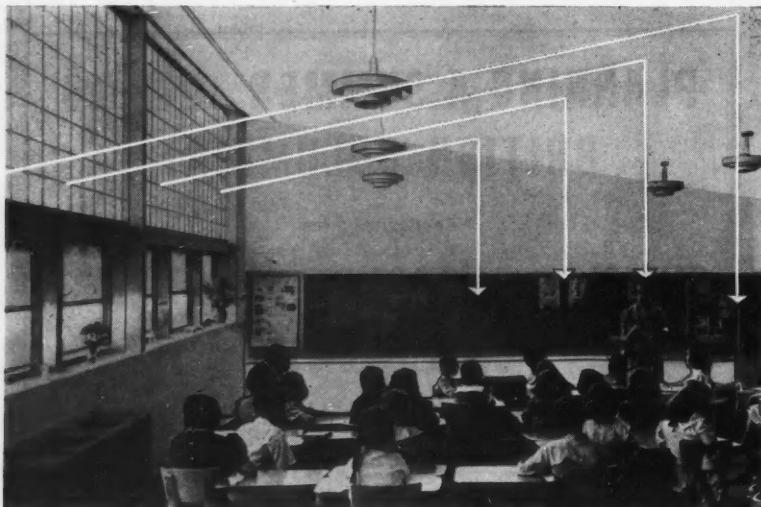
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# The ATA Magazine



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**NUMBER** - - 9  
**MAY** - - 1953

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## THIS MONTH'S COVER

by MURRAY MacDONALD

This reproduction from a water-color painting takes us to the Peace River Country. The view indicates the junction of the Peace and Smoky Rivers with the town of Peace River on the right.

**ERIC C. ANSLEY, Managing Editor**

F. J. C. SEYMOUR, Editor

**Barnett House, 9929 - 103 St., Edmonton, Alberta**

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## ***Editorial***

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### **THE ANNUAL GENERAL MEETING**

The thirty-sixth Annual General Meeting of the Alberta Teachers' Association is now in the records. For three days, one hundred and eighty councillors from all parts of the province discussed reports and debated some ninety resolutions. In retrospect, the 1953 Annual General Meeting was marked by an air of diligence and purpose that augurs well for the Association.

#### **Pension Problem Unsettled**

High on the list of important debates was that which developed from the report of the Board of Administrators, Teachers' Retirement Fund, and pension resolutions presented to the Annual General Meeting. Councillors heard that while the teachers have raised their contributions to 5% and have proposed additional measures to reduce the deficiency, efforts to persuade the Government to raise its contributions an equal amount have been unsuccessful.

#### **Minister Says Fund In No Immediate Danger**

Speaking to the councillors, the Minister of Education, Hon. A. O. Aalborg stated the Government was of the opinion that the Fund was in no immediate danger. The Minister felt that it was desirable to investigate very carefully ways and means of establishing the fund on a permanently sound actuarial basis before undertaking revision of contributions to the Fund.

#### **Asks Four Questions**

The Minister asked our actuary to prepare a report in answer to the following questions:

1. Taking into account the present amount of the Fund and the interest earnings thereon, what percentage contributions of teachers' payroll would now be required to make the scheme actuarially sound if pensions were paid:

- (1) On the basis of the average annual income over the whole period of service for which the pension is granted, and
- (2) The average annual income since 1939, rather than on the average income for any consecutive five-year period?

2. What would be the estimated cost in 1952, 1953, 1954 of subsidizing each pension granted on the basis suggested in Question 1, to the extent that such pension would in each case be equal to a pension granted in accordance with the present terms of the Act and the By-laws thereunder?

3. What would be the additional cost of a further subsidy to bring each pension up to a minimum of \$50; \$60; \$75?

4. How would the cost of the subsidy suggested in Questions 2 and 3 be affected by providing that when a pensioner reaches the age of seventy the subsidy should then be withdrawn or reduced by \$40.00 per month?

### The AGM's Reaction

Councillors passed a resolution requesting that an actuarial survey of the Fund be made as early as possible and that the information requested by the Minister be obtained during the survey. On the other hand, it is clear that Alberta teachers feel that they have done everything that can be reasonably expected of them in reducing the Fund's 3% deficiency. They expect that the Government and school boards as partners and employers will match the teachers' contribution. They will not accept reduction in benefits when additional contributions have been imposed.

### What Now?

No one will dispute the right of the Government to investigate and consider all methods of placing the Fund on a sound actuarial basis. However, the need for action appears to be much more urgent than the Government believes. On December 31, 1949, the actuary's valuation showed an unfunded liability of slightly over \$12,000,000. Two years later the actuary estimated that the unfunded liability had risen to \$14,813,000. Since December 31, 1951, the average salary has risen, and interest on the unfunded liability continues to accumulate. While the Fund's income, exclusive of teachers' accounts, is still larger than the total pensions paid, the margin is close enough to cause concern for the future. The history of pension plans is dotted with records of collapses resulting from a lack of concern for future liabilities. We want to believe that the Government recognizes the need for early action.

# Professionalism in Teacher Training

H. C. MELNESS

**W**HEREAS; under present practices it is difficult for graduates of the Faculty of Education to have any definite information with respect to the Alberta Teachers' Association and its professional responsibilities.

Be It Resolved, that the Alberta Teachers' Association be asked to obtain the following as minimum essentials in the Faculty of Education: (1) Adequate instruction in ethics and professionalism such as is given in other faculties. (2) A requirement that all members of the Faculty of Education be members of their professional organization, the Alberta Teachers' Association."

This resolution which was presented to the 1953 AGM is typical of resolutions that have appeared on the order paper at every AGM for several years past. There is, I believe, a growing awareness among members of the teaching profession of the need for a strengthening of professional spirit, and quite rightly a feeling that this should begin with the training of the teachers in the Faculty of Education.

The regularity with which these resolutions appear year after year would seem to imply that there is dissatisfaction with this phase of teacher training, or that members of the profession are not well informed about the program. On behalf of the Faculty of Education, I submit this outline of those activities both instructional and extracurricular, which are aimed at providing a professional background for education students.

H. C. Melness is assistant professor of the Faculty of Education, Edmonton, and a past president of the Alberta Teachers' Association.

## Instructions in Ethics and Professionalism

Formal instruction in ethics and professionalism has been centered in the administration courses. Every student who expects to receive a teaching certificate must take at least one administration course, and consequently all students receive this instruction. Of twelve topics covered in a course in school administration the equivalent of about one and one-half topics (or one-eighth of the course) deals directly with such matters as *The Teaching Profession Act and By-Laws*, Pensions, Code of Ethics, and Professionalism. Students are expected to be thoroughly familiar with ATA organization and their responsibilities as members of the ATA.

Additional activities in the course during the past year included the writing of a major essay on *Improving the Professional Status of Teaching*. At least two classes also visited Barnett House for an afternoon, at which time they met the staff and had the work of the Association explained by Mr. Ansley and other members of the staff. Questions about various aspects of the teaching profession have appeared regularly on final examinations in the administration courses.

A more informal approach is used

in the Student Assembly which is held one hour each week. All freshmen students are expected to attend these assemblies, and frequently, other students also attend. These are sponsored jointly by the Education Undergraduate Society and the Staff of the Faculty. At one-half or more of these meetings students hear speakers from the Department of Education, the ATA, the Alberta School Trustees' Association, and others. Additional meetings are used by the students for panels and discussions of interest to student teachers.

#### Extra-Curricular Activities

An active ATA local functions in the Faculty, known as the Education Undergraduate Society. Membership is voluntary. Each fall an aggressive campaign for members is carried out by the EUS. At least fifty percent of the students pay their fees, thus becoming provisional members of the ATA and receiving *The ATA Magazine*. A member of the staff serves as honorary president and adviser to the local.

One of the activities sponsored by the EUS during the past three years has been the Western Canada Student Teachers' Conference. This brings together representatives from all the Western Provincial Teacher Training institutions, and in 1953 the conference met in Calgary. At these conferences considerable attention has been given to professional problems.

Another project of the past two years under EUS sponsorship has been a monthly Student-Faculty Night. This has combined entertainment and social activity with serious group discussions on professional matters. Here staff members and students, and often visiting ATA representatives, meet on an informal basis for very worthwhile discussion.

The EUS every year sends delegates to the Annual General Meeting

of the ATA. While these are not voting members, they participate in discussions and report to the EUS on the business of the AGM.

#### Faculty Relations with the ATA

Serious attention has been given by both the ATA Executive and the Staff of the Faculty to a means of improving the program. In the spring of 1952, as a means of implementing earlier resolutions of the AGM, a joint committee of three members of these groups met to consider ways and means of strengthening professional training, and this committee met again last fall. While some helpful suggestions have emerged, no essential change in procedure has yet been made. This committee, presumably, will continue to function.

#### Some Problems

Indications are that the staff of the Faculty is keenly interested in promoting an interest in the teaching profession, and an understanding of its obligations and responsibilities. Several practical difficulties have tended to hamper the program. Chief of these is the one-year training program. In an already crowded course, the time that can be devoted to formal instruction in professionalism is necessarily reduced. It may be said of these one-year students, however, that their membership in the EUS is close to 100 percent.

Another problem arises from the fact that somewhat less rigid matriculation requirements apply to education students, and the resulting attitude of students in other professional faculties is often discouraging to student teachers. On the whole, however, they have met this challenge with a strong loyalty to their chosen profession, and are establishing the student body of the Faculty of Education as one of the most active groups in the life of the campus.

(Continued on Page 61)

The Alberta Teachers' Association has asked the government to amend The School Act to permit continuous employment of teachers after age 65. It is believed that a gradual increase in the average retirement age will reduce the trend to higher pension costs due to steadily increasing life expectancies.

## 1951 Census Shows Canadians Are Living Longer

Employee Benefit Plan Bulletin  
William M. Mercer Limited

HERE has been a remarkable improvement in mortality in the last ten years in the Canadian general population. The number of Canadians by age and sex in the 1951 Census is now available and also particulars of the deaths in the year 1951. This enables the mortality rates at each age in 1951 to be found and compared with the Canadian Life Tables, No. 2 (1941), published by the Dominion Bureau of Statistics, which give the position just ten years earlier.

The highlights of the comparison are as follows:

(a) Mortality improved over the ten years in every age group, except for males between ages 55 and 64. In general the improvement was greater than in any previous decade in Canada's history.

(b) The improvement appears to extend to the very highest ages, there being about 6% fewer deaths over age 65 than there would be if 1941 rates prevailed. This is probably the most important feature of all, as the pension ages showed little or no improvement between 1931 and 1941. Pension plans may obviously expect greater ultimate costs due to longer lifetimes of pensioners, as well as the greater numbers reaching pension age. However, most pen-

sion plans are funded with liberal allowances for improving mortality.

(c) At ages under 40 the reduction in the deaths was very great, being some 30% for males and 45% for females. This is a spectacular improvement in only ten years, but actually has less effect on the expectation of life than might be expected, since mortality at these young ages is in any case so very low. For example, after the first year of life there is less than one death each year for each 1,000 children.

(d) There is no obvious reason for the comparatively poor showing of males aged 55 to 64. This is the group who were in their twenties in World War I, but it is hard to believe that War Service could account for this feature.

(e) Female mortality is getting steadily less, absolutely and relatively, compared with male mortality. In several age-groups the male deaths are over 50% above the female.

(f) The expectation of life at birth is now approximately 66 years for males and 70 years for females, compared with 63 and 66 in the year 1941. The actual expectation of life of a child born today will probably be even greater, due to the likelihood

(Continued on Page 55)

# Teachers—A Valuable Asset

A. L. DOUCETTE

Director, Calgary Branch  
University of Alberta

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*Teacher educators and representatives of teachers' associations will confer in Saskatoon, May 21, 22, 23. Delegates will discuss the various teacher training programs in each of the four western provinces. Some study of the possibility of establishing an accredited two-year teachers' certificate based on senior matriculation and two years of teacher training, will be attempted.*

*The problems associated with reduction of the number of certificates and acceptance of a common nomenclature in Western Canada where certificates are based on approximately equivalent programs, will also come under review.*

*Lars Olson, president, and Eric C. Ansley, general secretary-treasurer, will represent the Alberta Teachers' Association at the conference.*

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In the City of Calgary, based on total operating expenditure (including debenture payments), the average cost in 1951 of educating a child in elementary grades was \$138.58, in junior high school \$190.16, in senior high school \$281.79.

Teachers' salaries comprised most of these costs, and this is as it should be. Although we are proud of the modern, well-lighted, well-ventilated school buildings being constructed today, no building, however attractively designed, can take the place of an inspiring and capable teacher. Christ taught his disciples in the open air. Socrates taught in the

streets of Athens. Mark Hopkins tutored from the end of a log. The teacher stands at the centre of the whole educational picture like a keystone of an arch. The arch collapses if the keystone is removed.

Great teachers are persons of mental vigour, wholesome personality, and moral discrimination. They know the art of helping and guiding others. They possess an abiding faith because they make the teaching of ideals their life work.

Salary policy is one of the most vital influences in determining the quality of teachers who work in our schools. High salaries alone will not attract good teachers, but low salaries and low admission standards will certainly keep good teachers out of teaching.

An Alberta pedagogue, who possesses a doctor's degree, recently wrote that training beyond the bachelor's degree for a secondary teacher is of little value. This, in my opinion, is a horrible misstatement, and will, in fact, do the teaching profession harm. Is a bachelor's degree the be-all and end-all of a teacher's training? Does the teacher arrive when he obtains the bachelor's degree? Perish the thought! If teachers sell their wares on this short-range basis, they are damaging their cause and also their desire to be recognized as a great profession.

Teaching is indeed a profession. It is not a free-will offering. Teachers must not be expected to serve on a bare subsistence level. Teachers are the most important asset in our mid-century society.

# Horizons Unlimited

CEA Newsletter

DURING the recent war an American pilot named Bert Stiles wrote a book about his bomber missions which he called *Serenade to the Big Bird*.\* When he had completed his tour of operations he applied for duty as a fighter pilot. On November 26, 1944, Bert Stiles went on an escort mission to Hanover from which he failed to return. He was only 23 when he was killed, but young people under stress of combat duty think pretty hard, and often they think pretty straight.

At the conclusion of his book Bert Stiles wrote some observations on education. Maybe if he and some other fellows many of us knew had come back, they could have done something about the ideas they had. We believe that what this young airman had to say is worth thinking about H. G. Wells, who was a world-famous scholar, spoke in 1920 about a race "between education and catastrophe." Bert Stiles, no scholar, but a young fighter, puts it more bluntly: we shall have to work together in the future, or "there won't be any future." This is what Bert Stiles had to say about education:

"How about the little school down the road? Dirty little schoolhouse, but no dirtier and no more inadequate than thousands of others in Canada and Nebraska and Bavaria and West Virginia, and a whole lot better than most schools in North

China and South Normandy and the middle islands of Japan, and a lot better than no school at all.

"Schools should be the cleanest, prettiest, best-built, most carefully planned and put-together buildings of a society. There shouldn't be such a vast difference between schools. Schools should be better and kept up better than banks, because there is a whole lot more wealth in them. But the buildings don't matter as much as the teachers in them, the instructors and professors and coaches . . .

"Lost education is harder to catch up than shortages in .50-caliber armorpiercing bullets, or bombers, or knitting needles. But a shortage of men with wisdom, to run the world, has always been the most acute shortage on the books, men with enough background to know what has been, and who have some idea—at least a wry dream—of what might come next . . .

"An education should try to teach a man how to think all right, and failing in that, should at least teach him a little humility, and try to get him to open his mind, and keep him cagey about what he takes in, and keep him ever reminded that there are many people of all sorts of blood strains and color phases, all essentially pretty much like him. It should teach him that he is part of mankind . . .

"That education should include just as much information about the world as possible, how people live and where, and what they disagreed over in the past, and why they are

\*Published by W. W. Norton & Company, Inc., New York, 1952. By courtesy of Mrs. Bert W. Stiles, copyright owner.

going to have to get in close in the future, or there won't be any future . . .

"An education should include a pretty complete mathematical and scientific background, as illuminating and extensive as possible, the best that good teaching and imaginative text writing can dream up, plus a lot of movies, things like Disney's evolution sequence in *Fantasia*. The math shouldn't stop in the sixth grade or the eighth or the twelfth. It should go all the way through. It is an antidote for lazy thinking. You either think in a math class or you wash out . . .

"Most everyone wants to know something at some time in his life, probably. The desire to learn, the desire to see and find out is deep in a great many people, but it gets knocked out early in most, or wrapped up in the white papers of a diploma, or a little more securely in the sheepskin of a degree.

"Intellectual curiosity is more or less dormant in most people, but a good teacher can give it a shot in the arm, just by being a good teach-

er, and giving the curious one something to work with . . .

"If only there was some way to have the most respected men in the world stand up once a month and tell all the people that they are just people, and there is such a lot to do and learn, that thinking you are wise is just about the quickest way to prevent anything good being done and the easiest way to kill off any hope and desire for change.

"It is summer and there is war all over the world . . . the war has spread from Normandy to Brittany and the American columns are swinging in toward Paris. There is still plenty of war in Russia. The same war is still going on in the islands and in the sky over Japan . . .

"In the end it is only people that count, all the people in the whole world. Any land is beautiful to someone. Any land is worth fighting for to someone. So it isn't the land. It is the people.

"That is what the war is about, I think. Beyond that I can't go very far. So if we can get through with this war I'll get started . . ."

#### NOTICE

An actuarial survey of the Teachers' Retirement Fund, immediately after the audit as at August 31, 1953, was recommended by the Alberta Teachers' Association, subject to the approval of the Teachers' Retirement Fund Board.

In order to have this survey made the office must prepare for the actuary detailed information regarding the teaching service and age of every teacher, no matter for how short a period the teacher may have taught.

Some teachers have not yet sent this information to the office. If you are one of the teachers who has neglected to do this, please attend to this matter immediately.

Thank you.

Board of Administrators,  
Teachers' Retirement Fund  
Per: ERIC C. ANSLEY.

# Increasing the Prestige Of the Teaching Profession

M. MARGARET STROH

THE quest for greater prestige for teachers today seems to be at a standstill because of the apathy of its own members and the lack of genuine faith in the profession on the part of the lay public. Its members cannot become enthusiastic about a profession that lacks public esteem, that cannot lure into its fold the most highly endowed young people because of the exciting challenge of the job it has to do; that cannot furnish the attraction of unmistakable, life-time ambitions.

I should like to throw all the generalizations and the panaceas promulgated at teacher conferences of the last twenty years out of the window and proceed to come to grips with some basic and sometimes unpleasant realities, to list a few of the causes, as I see them, of the lack of prestige which teachers suffer.

The organized profession has continually urged improvement of its educational services, but teachers individually and even as groups have been curiously reluctant to take positive positions and assume a genuine responsibility for realizing among their fellow teachers the professional proficiency for which they long.

I know of nothing else that would bring greater returns than the insistence by individual teachers and small groups of the profession on the maintenance of high standards of professional service, on the selection and

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Prestige is really a matter of self-respect. So says the author, national executive secretary of Delta Kappa Gamma Society.

---

preparation of all candidates who give reasonable assurance of personal and social competence. It is not too difficult to understand why the general public cannot appreciate that the teaching job is difficult, complex, and technical when the profession makes no protests about the employment of ill-qualified people who get contracts by one means or another.

Surely, too, it is logical that the members of the teaching profession should demand reasonable working conditions. It is theirs to insist on classes of reasonable size; on tenable school situations and programs; on the proper lighting, ventilation, housing, and other facilities.

It is the task of teachers, too, to insist on and to support reasonable educational programs that insure reasonable service to *all the children of all the people*. These are professional concepts, and professional stature will never be attained until teachers accept these concepts, making it their business to inform the public constantly about them, and insist on their being attained.

We are still in frontier stages in learning how to work with other people outside the profession. In spite

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Reprinted from The Education Digest.

of sporadic efforts at cooperation with civic groups of various types, we need infinitely more experience in lending our assistance to civic projects, to all those things that give decency, dignity, and meaning to American community life. When we have done these things, we shall be in a much better position to command the respect of our fellow citizens.

### A Cloistered Group

We are frankly not educating teachers for the world in which we live. There is still a curious detachment about teachers. They are still a somewhat cloistered group, rather remote from the momentous cross-currents that are affecting human destiny.

We have yet to see an institution that educates teachers seriously building its curriculums on the realities and the necessities of the world in which we live. It seems to me that we shall never arrive at any prestige for the profession until the education of teachers is geared to the exigencies of a tumultuous, confused, and utterly new world.

Well-qualified young people today cannot afford to teach because of completely inadequate salaries. Our highly endowed young people cannot afford to teach because of the unreasonable demands that are made on them by all kinds of extra-curricular activities, all kinds of exacting requirements that prevent them from being the kind of human beings they want to be.

Teachers are not clearly enough identified with their professional organizations and do not utilize their services. I am thinking of a situation in which dismissals had been made by a board of education without warning and without due respect for the statutes of the state. I listened to the distressing and heated discussion for some time. Then I suggested that these teachers had a

powerful resource in the Defence Commission of the NEA. I reminded them that legal assistance would be provided, that it was possible to have a representative come out to survey the situation.

My suggestion was met by complete silence and when I inquired later what was the reason for the reception of my suggestion, I was told that not one of the teachers in that city, which is a sizeable one, belonged to the NEA and only a very few were members of their state association. How can the lay public in that big city esteem a profession which has no professional affiliations?

### Lack of Self-Respect

We lack prestige because teachers themselves—many of them—have no self-respect. For too long members of the profession—many of them—have conceived themselves to be the butt of ridicule and martyrs to society's demands.

I am thinking of a woman who, during a long bus ride the other day, said to another teacher, "Teaching is the most unrewarding work there is. Teachers are most uninteresting people in the world. They talk alike, they walk alike, they look alike. You can spot them anywhere. The teaching profession is an unmitigated racket. Nothing else counts except your ability to in some fashion or another attain another degree. A parade of your academic accomplishments is all that matters." Certainly this teacher gave every evidence of lack of self-respect and of respect for her profession.

These are some of the facts which militate against the attainment of the public esteem which we covet. I could multiply them. I have asked this question of a number of different members of the profession: "How can we achieve greater prestige for the profession?" It is significant to me that in replying not one said that

(Continued on Page 61)

**URGENT**

Sign this form and send immediately to Head Office, Alberta Teachers' Association, if you have not mailed yours already.

**THIS DOES NOT MEAN AN ADDITIONAL FEE. IT DOES MEAN THAT ONE DOLLAR AND FIFTY CENTS OF THE FEES YOU PAY WILL BE ASSIGNED TO THE ATA MAGAZINE AS SUBSCRIPTION REVENUE.**

Unless we can secure an authorization from every teacher, we will not be able to mail our Magazine at the cheap rate we have enjoyed to date. The Postal Department intends to place our Magazine in another category for mailing purposes, at substantially higher rates unless we can produce forms from all teachers. To date, we have received 4,262 forms, out of a total of 6,856 teachers receiving the Magazine.

**WE NEED THE OTHER 2,694 IMMEDIATELY. PLEASE SIGN YOURS AND MAIL IT NOW.**

**THE ATA MAGAZINE REQUISITION**

You are authorized to deduct the sum of one dollar and fifty cents for the year 1952 and each and every year hereafter, from the monies payable annually by me to the Alberta Teachers' Association, the said deduction to apply on my annual subscription to THE ATA MAGAZINE.

Cancellation of this Requisition to be made only in writing by me, it being understood that such notice must be received by you before November 30 of the then current year, otherwise notice of cancellation to be non-effective until one year after you receive the same.

DATED AT ..... Alberta,

this ..... day of ..... 19 .....

Teacher's signature .....

Address.....

School Division No.

District .....

## **President's Column**

Holden, April 15, 1953.

I should like to express to the teachers of Alberta grateful appreciation for electing me as their president for the ensuing year. In doing so I am not unmindful of the time and energy that will be required to fulfill the duties of this office.

The honor of becoming head of our Association is great but in accepting that office I am thinking of service rather than honor. It is my earnest hope that I may be able to represent all the teachers of our province, fairly and justly, and that during my term of office we may be able to solve many of the problems confronting us.

By working together at sub-local, local, and provincial levels, in co-operation with all other educational bodies, I am certain that we can im-



LARS OLSON

prove educational service in Alberta and thereby the cause of the Alberta teacher. To this end I ask for your cooperation and continued support.

LARS OLSON.

### **NOTICE**

Teachers who have served with the Armed Forces in World War II, and who are paying into the Teachers' Retirement Fund for their period of service, are required by regulation of the Teachers' Retirement Fund Board, to have made payment of not less than one-half of their contributions due for this service not later than July 1, 1953, with the balance of the payment to be paid not later than July 1, 1954.

Board of Administrators,  
Teachers' Retirement Fund  
Per: ERIC C. ANSLEY.

**Executive Council  
Alberta Teachers' Association  
1953-54**



**LARS OLSON**  
President



**ERIC C. ANSLEY**  
General Secretary-Treasurer



**FRANK J. EDWARDS**  
Vice-President



**F. J. C. SEYMOUR**  
Assistant General Secretary



**MARIAN GIMBY**  
Past President



**W. ROY EYRES**  
Executive Assistant



DOROTHY BENJAMIN  
Southeastern Alberta



INEZ K. CASTLETON  
Calgary District



G. S. LAKIE  
Southwestern Alberta



W. D. McGRATH  
Northwestern Alberta



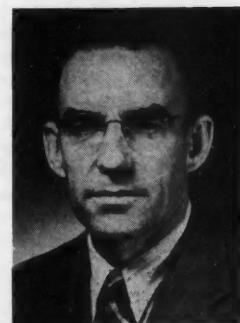
D. A. PRESCOTT  
Central Western Alberta



H. J. M. ROSS  
Edmonton District



MICHAEL SKUBA  
Northeastern Alberta



K. W. SPARKS  
Central Eastern Alberta

## **Executive Assistant Alberta Teachers' Association**

The Executive Council of the Alberta Teachers' Association accepted with regret Ernest Hodgson's decision to withdraw his acceptance of the position of Executive Assistant of the Association.

Mr. Hodgson's appointment was to become effective July 2, 1953, since deferment became necessary when he was unable to secure his release from the Edmonton School Board during the current school year.

### **W. Roy Eyres, Appointed Executive Secretary**

The Executive Council of the Alberta Teachers' Association has appointed W. Roy Eyres of Edmonton as Executive Assistant. Mr. Eyres' appointment was made at the Executive meeting on April 4, and his

duties will commence on July 2, 1953.

Mr. Eyres has taught for twenty-five years in Alberta. At present he is on the staff of the Queen Alexandra School, Edmonton. Prior to coming to the Edmonton teaching staff, Mr. Eyres was principal of Arrowwood School, County of Vulcan.

Mr. Eyres brings an extensive background of experience in Alberta Teachers' Association affairs to his new position. On three occasions he has been a member of the Executive Council, recently completing his second successive year as Calgary District Representative. Mr. Eyres is well-known in the Calgary area where he served as secretary of the District Convention for over ten years, and as an official of Wheatlands, Bow Valley, and County of Vulcan Locals.

*"No institution, no corporation—especially none operating in world markets where the diversity of the human race is most easily observed—can fail to recognize that the ability of our own country to progress is owed to our national acceptance and promotion of universal education as much as it is to anything else. In many distant communities, especially where we have to establish operations in lands that are backward by American standards, sheer self-interest has led us, a private business, into education and public health activities as essential operations. In this way," said Mr. Abrams, "we are constantly reminded that public education is good business. Education must be bought and paid for. The money price is substantial—though not a thousandth part of the price of ignorance. But the most important price is not measured in dollars and cents. It is the time, energy, interest, and attention which all of us give."*

—Frank Abrams, chairman, Standard Oil of New Jersey.

## **Honorary Life Membership Alberta Teachers' Association**

"For distinguished services to education in Alberta, it has pleased the Alberta Teachers' Association to confer Honorary Life Membership on Thomas Edwin Adelbert Stanley (posthumously) and on Cedric Oliver Hicks."—Marian Gimby, President, Alberta Teachers' Association, April 8, 1953.



C. O. HICKS



T. E. A. STANLEY

Cedric Oliver Hicks was born on a farm near Centralia, Ontario. He attended Public School at Fairfield and graduated at age 10. At London Collegiate Institute, he took his senior matriculation at age 15 and won the Edward Blake Scholarship for science in Ontario.

Mr. Hicks enrolled in mathematics and physics courses in the University of Toronto in 1904 and held first class honors through to 1907, when he came West, to teach near New Norway in the Camrose District.

After taking Normal school training in Calgary, he began teaching in  
*(Continued on Page 20)*

Thomas Edwin Adelbert Stanley was one of the Big Four in the history of the Alberta Teachers' Association. A member of the first Executive Council and the Association's second president, he shared with Barnett, Newland, and Peasley the distinction of piloting the infant Association through its first troubled years. Together with Dr. H. C. Newland he represented Alberta on July 26, 1920, when delegates from teaching organizations in Canada met to organize the Canadian Teachers' Federation.

Mr. Stanley was born in Perth  
*(Continued on page 20)*

## C. O. Hicks

(Continued from Page 19)

the Edmonton High School. In June of 1910 he resigned to resume his studies for his Master of Arts degree at the University of Toronto, graduating with first class honors in mathematics and physics. His specialty was meteorology although he did extensive work in actuarial science.

Rejecting several lucrative business offers and a lectureship at Cornell University, Mr. Hicks came back West to the Victoria High School staff in Edmonton. From 1917 to 1919, he served as inspector for the Department of Education. In the fall of 1919, he returned to Edmonton as principal of McDougall High School and in 1920 became principal of Victoria High School.

One of the original champions of the composite high school, it was only fitting that Mr. Hicks should pilot Edmonton's multi-million dollar Victoria Composite High School, as principal, in its early years.

In 1931-1932, Mr. Hicks culminated his service as a member of the Executive Council of the Alberta Teachers' Association by election as president. He served as one of the two teacher representatives on the Board of Administrators, Teachers' Retirement Fund, for nine years. At present, he is in his second term on

## T. E. A. Stanley

(Continued from Page 19)

County, Ontario, not far from St. Mary's. His early education was obtained in Granton School. From St. Mary's Collegiate Institute, he entered the University of Toronto with honors in mathematics, English, and history. In 1892, he graduated from the University of Toronto with honors in mathematics, physics, and English.

During his eight years as principal of Iroquois High School, more awards, scholarships and prizes were won by students of that four-room high school than by any other high school in Ontario. Among his students there was a young man named Milton LaZerte.

In 1910, Mr. Stanley came West as mathematics master in the Calgary Collegiate Institute. Later, he became principal of Central High School and was subsequently principal of South Calgary High School and Western Canada High School until his retirement in 1938.

---

the Senate of the University of Alberta.

His philosophy of teaching seems to be summed in his words: "There is nothing more fascinating to me than to find out what is in the mind of a fifteen-year-old boy."

## Percentage of Older Men Still Working in U.S.

The U.S. Bureau of the Census reports that of men aged 65 to 69, 56% are gainfully employed and another 3% are looking for work. Even at ages 70 to 74, 40% are still working and the percentage employed does not drop below 20% until the ages past 75. Since it is at these advanced years when many men become physically or mentally unable to work, the percentage of older men working who can work is much higher than the figures indicate.

—William M. Mercer Limited

# **Annual Report of the General Secretary**

Edmonton, Alberta,  
April, 1953.

To: Councillors and Members  
of the Executive  
Annual General Meeting  
Alberta Teachers' Association

As general secretary, I respectfully submit the following report to the thirty-sixth Annual General Meeting of the Alberta Teachers' Association.

## **I. Membership**

The number of teachers registered as members of the Association on March 1, 1952, and on March 1, 1953:

	1952	1953
Life Members	249	264
Faculty of Education		
Edmonton	472	397
Calgary	157	186
Optional Members		
Faculty of Education	12	8
Correspondence Branch	41	51
Others		5
Employed by		
School Boards	6610	6792
	—	—
	7541	7703

## **2. Organization**

At present there are 68 locals and approximately 69 sublocals of the Alberta Teachers' Association.

The 68 locals are represented by 179 councillors at the Annual General Meeting.

## **3. Publications**

Ten issues of *The ATA Magazine* were published from September to June inclusive. The total circulation is 8,647.

In June of 1952, the managing editor attended the Rural Editorial Service Workshop for editors of educational journals, which is sponsored by the Kellogg Foundation Fund. Dr.

Francis S. Chase, University of Chicago staff, is the director. This workshop was held at East Lansing, Michigan.

A questionnaire with respect to *The ATA Magazine* was sent to the councillors in May, 1952. Thirty-three were returned. Five rated the magazine as excellent, eighteen as good, and four as fair.

The last appraisal of *The ATA Magazine* made by the RES was based on the November issue.

This year the magazine has a new cover design and new colours, suggested by consultants at the RES Workshop. The table of contents page has been changed slightly to make it more attractive and more easily read.

The contents of the November issue were rated excellent in the RES appraisal, with seven regular features, nine special features and five official items. Reference was made to the improvements in layouts and the effective use of cuts.

Reference was also made to better treatment of headings, blurbs, and subheadings, which have been given more spacing. One of the magazine's main problems is the text type which is at least one point too small.

*The ATA Magazine* was commended for its use of group pictures in connection with the Banff Workshop stories in the October issue. Reference was also made to the picture of the eighteen teachers in the new legislature.

In the opinion of the RES consultants, the magazine has good balance between Association affairs and articles of general educational interest. Special reference was made to D. M. Sullivan's article, "Who Killed Cock Robin?"

Perhaps the statement of the appraisers most gratifying to the staff,

was that the magazine "has a distinctive personality."

In February, 1953, F. J. C. Seymour, assistant general secretary, was appointed as editor of *The ATA Magazine*, with the general secretary continuing as managing editor.

#### 4. Research

The Alberta Teachers' Association has no research project under way or under consideration.

Last year the Canadian Education Association obtained a grant from the Kellogg Foundation Fund to make a survey of supervision in Canadian schools and how it may be improved. Work on this project has been started under the direction of Dr. George Flower. His assistant is Dr. R. S. MacArthur, who was a member of our Association until he went to London University two years ago for post graduate study.

The Canadian Trustees' Association is making a survey of educational finance in Canada under the direction of Dr. M. E. LaZerte of Alberta, a past president of our Association.

The Canadian Teachers' Federation has engaged a full time director of research, Dr. J. D. Ayers, Toronto, and it is expected that he will continue and extend the work already started by the Canadian Teachers' Federation in the field of salaries and pensions.

#### 5. Library

From February 1952 to February 1953, 503 books were loaned to our members. In addition 110 packets were sent to teachers from a selected list and by request. Please note the report of the Library Committee on page 43 in the Handbook.

#### 6. Scholarships

The John Walker Barnett Scholarship for 1952 was awarded to Stanley E. Overby, Calgary.

The Clarence Sansom Memorial

Gold Medal in Education was awarded to Walter Paul Sharek, Edmonton.

#### 7. Conventions

Seventeen conventions were held from September 22 to November 7, 1952, and two, Calgary City and Edmonton City, February 9 to February 13, 1953. Our guest speakers were Dr. W. E. Blatz, University of Toronto; Dr. Van Miller, University of Illinois, Urbana; Dr. Donald Nylen of Seattle; Dr. D. T. Oviatt, formerly of Alberta, now on the staff of the University of Utah, Salt Lake City; Dr. Harry W. Porter of Stanford University; Dr. Charles E. Phillips, University of Toronto, and Dr. Lawrence G. Thomas of Stanford University.

The Department of Education sent representatives to all conventions, and the Faculty of Education to most conventions.

Our conventions are improving every year in organization and administration. Most conventions now are using workshop techniques.

The proposed timetable for conventions, 1953, is on page 86 of the Handbook.

#### 8. General Meetings

The regular Annual General Meeting of 1952 was held April 14 to 16 in Calgary. No emergent general meetings have been held this year.

#### 9. ATA Workshop

The fourth ATA Workshop was held in Banff at the School of Fine Arts, August 17 to 24 inclusive. Forty-one teachers enrolled in the regular sessions; 14 in the writers' course, and 24 in the pensions course.

The consultants were: Leonard Savitch, group dynamics; Lars Olson, ATA administration; H. J. M. Ross, collective bargaining; Willard A. Bergh, public relations; Laurence Coward, pensions.

The following people assisted the consultants: William M. Mercer and Alan Pierce, William M. Mercer Limited; K. A. Pugh and H. E. Ben-dickson, Department of Industries and Labour; H. C. Sweet, Department of Education.

To date 23 locals have sent delegates to four workshops; 13 locals to three workshops; 11 locals to two workshops; 14 locals to one workshop, and 7 locals have not yet sent a representative to at least one of our workshops.

The fifth workshop is scheduled to be held at the Banff School of Fine Arts, August 16 to 23, 1953, inclusive. To encourage locals to send delegates to the workshop, it has been decided to pay the necessary travelling expenses for one delegate from each local from ATA Funds.

A questionnaire with respect to the Banff Workshop was prepared by the committee of the Executive Council and sent to all locals and to all teachers who have attended one or more workshops. The results of the questionnaire proved conclusively that the workshop is useful, but that the locals are not getting the services from the teachers sent to the workshops, that they have expected.

This year there will be five general courses, the same four as in previous years, and a course on pensions. The two evening assemblies will be discontinued and will be used for regular sessions to accommodate the fifth course. The writers' course will be for the full week as in previous years.

#### **10. Executive and Committee Meetings**

The Executive Council has held meetings on the following days: March 29, 1952, April 12, 1952,

May, 1953

April 17, 1952, May 17, 1952, June 12, 1952, July 2, 3, 4, and 5, 1952, August 2, 1952, August 18, 1952, August 22, 1952, September 13, 1952, October 25, 1952, November 21, 1952, December 12 and 13, 1952, February 6 and 7, 1953. This is a total of 19 days. The preceding year the Executive Council met on 14 days; the year before that, 11 days; in 1947-48, the Executive Council used five days for meetings.

The Resolutions Committee met on February 20 and 21, 1953.

The Discipline Committee met on February 21, 1953.

The ATA Education Coordinating Committee met on November 15, 1952.

The Conference Committee met on December 15, 1952.

The Library Committee met on September 12, 1952.

Special committee meetings:

Banff Workshop Committee met on September 12, 1952 and February 5, 1953.

ATA Election Committee met on January 30, 1953.

#### **11. Resolutions of Annual General Meeting, 1952**

The disposition of resolutions passed at the 1952 Annual General Meeting has been reported through *The ATA Magazine*, Newsletters, and the AGM Handbook.

The Conference Committee met on December 15 to consider matters of interest to trustees and teachers, including resolutions passed by the Annual General Meeting of 1952, to be referred to this committee.

A committee of the Executive Council met with the officials of the Department of Education on December 16 to present resolutions referred to the Department by the Annual General Meeting. The same afternoon, the committee presented resolutions passed by the Annual Gen-

eral Meeting to the Executive Council of the Government.

### 12. Electoral Ballots

Six electoral ballots were submitted to the teachers last September in accordance with the By-laws of the Association. The results of the electoral votes are on page 24 of this Handbook. Electoral ballots Nos. 4, 5 and 6, obtained the 50 percent of the electoral vote necessary for presentation to the Annual General Meeting.

The proposed amendments and the present By-laws are printed on page 25 of the Handbook.

### 13. Discipline Cases

During this year one teacher appeared before the Discipline Committee on a charge of professional misconduct.

### 14. Canadian Teachers' Federation

The annual conference of the Canadian Teachers' Federation was held in Winnipeg, Manitoba, August 11 to 14, 1952. Our delegates were: Miss Marian Gimby, president of the Alberta Teachers' Association, W. R. Eyles, and Eric C. Ansley, general secretary.

Some of the important matters discussed were CTF fees, curriculum making, services for teachers, reports from provincial associations, research, teacher supply, the Nova Scotia situation, the WCOTP, a report from the federal-provincial statistical conference, collective bargaining, use of workshops, educational finance, federal aid, publicity, public relations, and education week.

Miss Myrtle Conway of Winnipeg was elected president, and John Prior of British Columbia vice-president. The representative for Alberta on the Board of Directors is Miss Marian Gimby, president of the Alberta Teachers' Association.

Membership in the Canadian Teachers' Federation at June 30, 1952, was 63,958.

### 15. Western Conference, Saskatoon, Saskatchewan

The sixth conference of teachers' associations in Western Canada was held in Saskatoon, Saskatchewan, November 24 and 25, 1952. Miss Marian Gimby, president, and the general secretary, represented Alberta. George G. Croskery, general secretary, represented the Canadian Teachers' Federation.

The main topics discussed in Saskatoon were: teacher training, recruits of teachers in service training, magazines, retirement schemes, credit unions, salaries, curriculum planning, the organization and administration of supervision of schools, school grant schemes, and tenure.

The salary schedule recommended by the Conference was approved by the Executive Council of the Alberta Teachers' Association and has been sent to all locals in Salary Bulletin No. 1. This schedule is printed on page 88 of the Handbook.

### 16. Legislation

Amendments were made at the 1952 session of the Legislature, with respect to the following acts:

1. *The School Act*
2. *The Teachers' Retirement Fund Act*
3. *The County Act*
4. *Regulations under the Department of Education Act.*

### 17. Tenure

No changes have been made in tenure legislation, all of which is satisfactory to the Association, with the exception of the power of school boards to transfer the teachers and principals without providing for an appeal before a neutral party, where

evidence is given under oath and is subject to cross-examination.

#### 18. Pensions

At the 1952 session of the Alberta Legislature, an amendment to *The Teachers' Retirement Fund Act* was passed, providing that teachers' contributions be not less than 4% and not more than 7% of salary.

At the 1952 Annual General Meeting, the Executive Council was instructed to request the government to have teachers' contributions raised from 4% of salary to 5%.

In December, the government was asked to raise contributions of school boards and government from 4% of salary to 5% to maintain the principle of equal contributions by employer and employee and to re-establish the fund on a sound actuarial basis.

In January the government was asked to amend *The School Act* to the effect that; "a contract of employment of a teacher shall continue in force from year to year, after the age of 65, as well as before, provided, however, that after the age of 65, the contract between a teacher and a board may be terminated by the board according to *The School Act*, Sections 337-341, but termination of contract after the age of 65 shall not be subject to appeal to the Board of Reference."

It is the opinion of the actuary that contributions should be raised 3 percent to make the fund actuarially sound. The teachers are contributing 1% more as from September 1, 1952. The government has been asked to contribute an additional 1%. The remaining deficiency of 1% could be resolved if the average age of retirement were raised by two or three years, which it is expected would follow if the proposed amendment to *The School Act* were passed, and a greater diversification in investments were made possible

through an amendment to *The Teachers' Retirement Fund Act* with respect to investments, which are now subject to the regulations of *The Alberta Trustee Act*.

The Executive Council of the Government did not give a definite reply to our request to contribute another 1%, except to say that in their opinion, the fund is in no immediate danger and, that means should be found to stabilize the amount of the unfunded liability.

#### 19. Salaries and Collective Agreements

The Alberta Teachers' Association has acted as bargaining agent for the teachers in the following school divisions and school districts: Acadia, Bonnyville, County of Vulcan, EID, Lac Ste. Anne, Macleod, Medicine Hat, Red Deer, Red Deer Valley, St. Paul, Strawberry, Sturgeon, Westlock, Wetaskiwin, Killam, Stettler, Lac La Biche, Calgary City, Red Deer City, Beverly, West Jasper Place, Millet, Frank, Delburne, Lousana, St. Paul, and Sylvan Lake.

Sixteen of these disputes were settled at bargaining agent level; eight at conciliation; and three proceeded to arbitration.

In the Stettler case, the teachers rejected the arbitration award and requested a strike ballot. The majority of the teachers voted in favour of strike action if no satisfactory settlement could be reached. Subsequently, the Alberta Teachers' Association requested mediation by the Board of Industrial Relations, and a compromise proposal was made and accepted by the trustees' and teachers' representatives. This proposal was voted on by the individual teachers and a majority accepted it.

In the Killam salary dispute, the award of the Board of Arbitration was unanimous. The Board of Trustees has rejected the award and the teachers have accepted it. The

issue in this case is the fact that the award grants increments in excess of what the trustees have been prepared to offer, although this same award proposes a cut of one hundred dollars in total increments as compared with the present schedule. Representatives of the Executive Council have met with the Killam teachers to discuss the situation and a detailed report of the dispute will be made during this Annual General Meeting.

The general picture over the past year appears to indicate an average increase of between \$150 and \$200. Collective agreements show more and more "fringe" benefits, such as cumulative sick leave, sabbatical leave, etc.

The Alberta School Trustees' Association continues to press for the adoption of a Provincial Salary Schedule. Acting on instructions of the Annual General Meeting, the Alberta Teachers' Association has taken part in discussions of this proposal. It would appear that considerable financial support would be necessary to make any worthwhile provincial scale a reality.

Head office has prepared salary bulletins, and other materials to supply information useful to Salary Policy Committees. The collective bargaining sessions of the Banff Workshop have undoubtedly helped to give leadership and understanding in the matter of negotiations.

## 20. Supply of Teachers

This year Alberta was short 200 teachers. All but three vacancies have been filled by correspondence supervisors.

In October the press reported that, following a meeting of the Board of Teacher Education and Certification, a proposal was being considered to allow anyone with grade eleven standing to enroll in the Faculty of

Education, and to re-establish short courses. The report was not correct. The Board of Teacher Education and Certification appointed a committee, under the chairmanship of Dr. A. W. Reeves, to investigate and report with respect to the teacher shortage in Alberta. The Faculty of Education also appointed a committee to study the same problem under the co-chairmanship of Dr. B. Y. Card and Dr. Harold Baker.

To date, the following information has been made available through progress reports.

1. The number of new students enrolling in the Faculty of Education averages 480 per year. This is approximately 20 percent of the high school graduates. It will be difficult to draw more than 20 percent of the graduates into the Faculty of Education, but Alberta should have more than 2,300 graduates each year.

2. Alberta is building an average of 200 additional classrooms each year, requiring another 200 teachers.

3. Each June approximately 75 teachers leave Alberta to teach in other provinces, mainly British Columbia. Another 100 Alberta teachers quit teaching for other occupations in Alberta.

4. The net shortage of teachers in Alberta has been (approximately) 200 for the last three years. It is reasonable to assume that the committee will report that, if Alberta could keep its teachers from leaving, either to teach in other provinces or to accept more gainful employment in other occupations, within a few years the shortage of teachers would be ended. The survey may also conclude that the reason teachers leave the profession is primarily inadequate salaries. Of course, inadequate pensions, unsatisfactory living and working conditions, the low prestige of the profession, are all contribut-

ing factors to the shortage of teachers, but the major single cause is, and always has been, low salaries.

## 21. Teacher Training and Certification

It is now generally admitted that low entrance requirements to the Faculty of Education have been detrimental to education and have aggravated the shortage of teachers.

In 1945 Alberta almost established a two-year minimum for teacher training. However, because of the shortage of teachers, the new regulations provided that a temporary licence be granted after one year of training and a permanent certificate after two or more years. It is now questionable if continuing certification, even temporary certification, after one year of training, has served any useful purpose. After graduation, the teachers with temporary licence certification themselves realized that one year of training was not enough. Principals and councillors, have been recommending at least two years of training to their high school students who were interested in teaching. Every year a number of students in the one year program change to the bachelor of education program. As a result, there has been a decrease in the number of students in the one year program and a corresponding increase in the number of students in the degree course.

In my opinion, the important question is now the same as it was in 1945. Should the Temporary Licence one year program be continued or would it be better, in the long run, to establish a minimum of two years of training for certification?

## 22. Professional Growth

There is no progress to report in the matter of teachers having a greater share in curriculum making

in Alberta. However, there are signs that teachers may soon be given a greater share in curriculum making.

Criticisms of the present curriculum and the curriculum making machinery by teachers, by members of the legislature, by home and school associations and by parents, at last seem to have made the Department of Education realize that it cannot dictate the curriculum in its entirety and that teachers must be brought into partnership in curriculum making.

Teachers should have more representation on all departmental curriculum committees. The Executive Council is of the opinion that at least five teachers should be on each of the elementary, junior high, senior high and general curriculum committees.

The Executive Council is interested in what is being done in the Faculty of Education to inform the students about their Association, in faculty members belonging to the Association, in inservice training, conventions, institutes, etc.

## 23. Public Relations and Publicity

During 1952 the Alberta Teachers' Association sponsored a program of promotional advertising prepared by the James Lovick Agency. In co-operation with British Columbia and Saskatchewan, the Alberta Teachers' Association also participated in a promotional campaign in farm periodicals. The Executive Council has not renewed its contract with the agency for the coming year.

T. A. Shandro is retained by the Association to prepare releases for press and radio concerning conventions, Executive meetings, the Annual General Meeting and any other events which may be referred to his agency.

Education Week publicity has again been carried by the Alberta

Education Council. Major emphasis of this observance is "open house," conducted by many schools.

The Executive Council has authorized an investigation of possible programs of publicity and promotional advertising. Two aspects of the problem which will concern the Executive, are the need for internal public relations and our communications with the public at large. In this respect, recent and authoritative writings in the field of communications point to the essential nature of local action groups.

A developing program in this field will include leadership through public relations sessions at the Banff Workshop and suggestions to local action committees. The Association, at the provincial level, might be concerned with promotional advertising, long and short range objectives, and, in general, with the development of proper public attitudes on educational matters.

#### 24. Personal

The names of teachers who have

been granted life membership in the Association are listed on page 92 of the Handbook.

Honorary membership in the Association will be presented to the following at the banquet of this Annual General Meeting.

C. O. Hicks

T. E. A. Stanley (posthumously)

#### 25. General

Our problems are many. It seems to me that the most important ones at the moment are: pensions, salaries, grants, tenure, teacher training, professional development, publicity and public relations.

I wish to thank the president and the other members of the Executive, members of the staff, the councillors, teachers, and all others who have worked for better schools and for the Alberta Teachers' Association during the year 1952-53.

All of which is respectfully submitted.

ERIC C. ANSLEY,  
General Secretary-Treasurer,  
Alberta Teachers' Association.

*Said the famous Harvard report: "If the sufferings of our time have shown anything, they have shown that human beings are not led by economic motives alone but by visions, however distorted, of causes to be served. The failures of teaching are not, therefore, ascribable only to the pay, however cryingly it demands improvement, but to the failure of colleges, teachers' colleges, and the country as a whole to make of teaching the high calling that it must be." That is all very high and noble and I am for it, but again let me say that the teacher cannot do his best work if he must wait for his pie in the sky or stand with his back to the wall in order to hide the hole in the seat of his pants.*

*—Excerpt, Increasing the Prestige of the Teaching Profession,  
by W. J. Moore, Kentucky School Journal.*



# TECHNICAL TRAINING COURSES

## ATTENTION TEACHERS IN CHARGE OF GUIDANCE WORK

The purpose of the Provincial Institute of Technology and Art is to train men and women for occupations between the skilled crafts and the highly scientific professions. Half of training time is devoted to shop work for practical application of skills and techniques. Theoretical sections provide the knowledge for students to qualify for the responsible supervisory positions in their trade.

### 2 YEAR COURSES

- Industrial Electricity (Starts Sept. 28)
- Radio and Electronics (Starts Sept. 28)
- Machine Shop (Starts Sept. 28)
- Automotive Service Engineering (Starts Sept. 28)
- Aircraft Maintenance Engineering (Starts Sept. 1)
- Building Construction and Architectural Drafting (Starts Sept. 28)
- Mechanical Drafting (Starts Sept. 28)
- Surveying and Drafting (Starts Sept. 28)
- Clothing and Design (Starts Sept. 28)
- Agricultural Mechanics (Starts Sept. 1)

### 3 YEAR COURSE

- Aeronautical Engineering (Starts Sept. 1)

### 1 YEAR COURSES

- Refrigeration (Starts Sept. 28)
- Commercial Wireless Operating (Starts Sept. 1)
- Food Service Training (Starts Sept. 28)
- Fine and Commercial Art, Craftwork and Ceramics (Start Sept. 28)

### 5 MONTH COURSE

- Farm Construction and Mechanics (Starts Nov. 2)

### 3 WEEK COURSE

- Oxy-Acetylene and Electric Welding

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— ALBERTA

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affiliated with the University of Alberta.

Hon. Anders O. Aalborg, Minister of Education

E. W. Wood, M.E.I.C., M.I.Mer.E.

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## *Resolutions Adopted by the Annual General Meeting, 1953*

1. BE IT RESOLVED, that the Government of Alberta be urged to adopt the following measures as minimum essentials for elementary and secondary education in the province:
  - (1) Increases in teachers' salaries, such increases to bring the salaries to a professional level where they will retain qualified and experienced teachers in the profession, and attract superior high school graduates.
  - (2) Adequate grants up to at least 50 percent of the total cost of elementary and secondary education, such grants to include
    - (a) a grant per classroom,
    - (b) an equalization grant based on the assessment per classroom,
    - (c) a grant per pupil based on enrollment,
    - (d) a grant per teacher based on qualifications and experience,
    - (e) a grant towards cost of transportation in centralization,
    - (f) an isolation grant, based on the isolation of the school,
    - (g) a building grant for schools and homes for teachers.
  - (3) Adequate retirement allowances, with the pension scheme providing for disability and death benefits.
  - (4) More teacher participation in school programs so that teachers may share in the development and planning of curricula and all other activities of the school.
  - (5) The establishment of higher standards for the teaching profession, including entrance requirements which are the equiva-

lent of those for other faculties of the university, and a minimum of two years of training for certification.

- (6) The employment of properly qualified persons in all teaching and supervisory positions.
  - (7) Security of tenure, including the right of a teacher or principal to an appeal in case of a proposed transfer.
2. Whereas; it is generally agreed that the General Curriculum Committee of the Department of Education should be responsible for defining the objectives of the schools in Alberta, and Whereas; it is generally agreed that on the General Curriculum Committee and on all other curriculum committees of the Department of Education, the number of Alberta Teachers' Association's representatives should be greatly increased so that the various types of education programs in the province may be represented, and Whereas; it is generally agreed that what is taught in the classrooms is the real curricula, and Whereas; only a few members of the Alberta Teachers' Association have any share in curriculum making through present practices, and Whereas; it would undoubtedly be in the best interests of the public, the pupils, and the teaching profession if all teachers were given some share in curriculum making.  
**BE IT RESOLVED**, that ways of giving teachers a greater share in curriculum making be investigated by the Executive Council



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**WHO MAY ATTEND:** One teacher from each local association.

**HOW DO REPRESENTATIVES REGISTER:** Form prescribed by Head Office (Already sent to secretaries of locals.)

**DEADLINE FOR APPLICATIONS: JUNE 15, 1953.**

**FEE:** A fee of \$45 must be submitted by each delegate, to cover registration fee, room, board, coffee, and tips. Wives or husbands of delegates staying at the chalets will be charged \$44. All fees should be sent to Head Office with the applications.

**PLACE:** Banff, Alberta.

**TIME:** Monday, August 17, 9:00 a.m., August 22.

**QUARTERS:** Chalets, Banff Springs Hotel  
(Accommodation at the hotel for delegates and their wives. Delegates bringing their families are asked to arrange for their own accommodations.)

**OFFICE:** Administration Building, Banff Springs Hotel.

**MEALS:** In main dining room, Banff Springs Hotel.

**SESSIONS:** In chalets at Banff Springs Hotel.

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May, 1953

**ATA Workshop**  
**Banff School of Fine Arts**  
**August 16-22, 1953**

**TOPICS:**

1. Group Planning.
2. Administration in the Alberta Teachers' Association.
3. Public Relations and Educational Publicity.
4. Collective Agreements.
5. Pensions.

**RESERVATIONS WILL BE MADE IN THE FOLLOWING ORDER:**

1. One representative from each local association.
2. Additional representatives from local associations.
3. Others.

**EDUCATION WRITING COURSE:**

Applications to register in this group will be received up to a total of eighteen. Registration fee, time, place, etc., same as for workshop.

**RECREATION:**

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Hiking, etc.

**NOTE:** By resolution of the Executive Council of the Alberta Teachers' Association, the necessary transportation expenses to the 1953 Banff Workshop of one delegate from each local shall be paid from the funds of the Association. Transportation expenses will be railway coach fare from home and return. If excursion rates to Banff are in effect at the time of the Workshop, excursion rates only will be paid.

Allowance for transportation is paid to the local secretary after the Workshop and not to the delegate attending the Workshop.

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of the Association and that a report of the findings be made to the councillors at the Annual General Meeting 1954, such investigation to include the following:

(1) The matter of having adequate representation of the Alberta Teachers' Association on all curriculum committees,

(2) The matter of having the General Curriculum Committee prepare general objectives for all curricula,

(3) The matter of having the Elementary, Junior High, and Senior High Curriculum Committees prepare detailed objectives for their respective grades, subject to the approval of the General Curriculum Committee,

(4) How to inform the teachers of the curriculum flexibility presently in effect,

(5) How to use *The ATA Magazine* to report to the teachers all developments in curriculum making, and to acquaint teachers with all proposed curriculum developments and changes, to allow time for teachers to study these proposed changes before they are put into effect,

(6) How to encourage local areas to adapt the curricula to their own local needs within the framework of general guides prepared by the provincial curriculum committee,

(7) The practicability and advisability of having teachers in Alberta go on exchange to study curriculum making in other districts, the use of inservice training courses and a course in the Faculty of Education in curriculum making, and the use of workshops, and further

**BE IT RESOLVED**, that the Alberta Teachers' Association commend the Department of Education on its method of giving teachers advance notice of curriculum

changes and of soliciting their opinions, with the hope that this will become established practice.

**3. BE IT RESOLVED**, that the Alberta Teachers' Association ask the conference committee and the Alberta Education Council to support their request to the Executive Council of the Government to engage a committee of one or more properly trained and experienced school technicians, in consultation with the Alberta Teachers' Association, to make a survey to form the basis for a minimum foundation program for the schools of Alberta, and that interested parties be permitted to submit briefs to the committee.

**4. BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association urge the Department of Education to continue the practice of calling into consultation the Alberta Teachers' Association and the Alberta School Trustees' Association in regard to all proposed changes in *The School Act* or school regulations and any other matters in which teachers' interests are concerned.

**5. Whereas**; on January 1, 1953, only a few teachers in Alberta were being paid at a rate of salary less than \$2000 per year, **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 357 of *The School Act* by raising the Statutory Minimum to \$2000 per year and by the deletion of the proviso to Subsection (3), "Provided that upon the request of a board the Minister may authorize the payment at a lower rate of salary for a specified time."

**6. Whereas**; the present system of collective bargaining between local groups of teachers and their employing boards has, in the main, proved satisfactory, but

- Whereas; there is merit in the principle of one salary schedule for all teachers in the province,
- BE IT RESOLVED**, that this Annual General Meeting endorse participation by our Executive in further conferences with the Department of Education and the Alberta School Trustees' Association with a view to arriving at a definite provincial salary schedule proposal for submission to councillors in General Meeting.
7. Whereas; according to the terms of *The School Act*, a teacher may be docked 1/200 of his annual salary for every day he does not present himself at school, including days that the weather was too severe, the roads impassable, transportation facilities suspended, and for other reasons beyond the teacher's control,
- BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for absence of the teacher from the school for any of the above reasons, without loss of pay.
8. Whereas; towns coming into divisions or counties may find that salaries of present teachers are above the divisional schedule, and Whereas; when schedules are changed from positional to single form, some salaries are higher than they would be under the single schedule,
- BE IT RESOLVED**, that we recommend that all collective agreements contain a clause stating "that no teacher shall suffer a reduction in salary, in whole or in part, by the coming into force of this schedule."
9. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for accumulative sick pay for teachers up to a maximum of 200 days.
10. **BE IT RESOLVED**, that the Alberta Teachers' Association, and the local associations of the Alberta Teachers' Association, ask all members of the House of Commons and the Senate from Alberta to support legislation for federal aid to schools.
11. **BE IT RESOLVED**, that the Alberta Teachers' Association recommends to the Department of Education and the Executive Council of the Government that *The School Act* be amended by providing that all proposed terminations of designations of principals, vice-principals, assistant principals, and other administrative officers be subject to appeal to the Board of Reference, and that all proposed transfers of teachers be subject to appeal to a committee of the school boards and the teachers' associations.
12. **BE IT RESOLVED**, that the Alberta Teachers' Association petition the Government to amend the present legislation giving school boards the right to transfer teachers at the end of the school year, or during a school year, only when mutually agreed upon by all teachers concerned, such amendments to make provision for appeal of any notices of transfers of teachers.
13. Whereas; salary agreements are now negotiated by the board of trustees and representatives of the teacher employees,
- BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 352, Subsection 3(b) (iii) of *The School Act* by deleting "or by reason of the financial necessities or circumstances of the district."

14. BE IT RESOLVED, that the Alberta Teachers' Association urge the Provincial Government to amend *The County Act* so as to make provisions for an elected school board that shall have as one of its responsibilities the requisitioning and the control of funds for educational purposes.
15. Whereas; under the present practices it is difficult for graduates of the Faculty of Education to have any definite information with respect to the Alberta Teachers' Association and its professional responsibilities,  
**BE IT RESOLVED**, that the Alberta Teachers' Association be asked to obtain the following as minimum essentials in the Faculty of Education: (1) adequate instruction in ethics and professionalism such as is given in other faculties, (2) a requirement that all members of the Faculty of Education be members of their
- professional organization, the Alberta Teachers' Association.
16. Whereas; it is not possible, in a one-year teacher-training program, to make adequate provision for academic courses, professional courses, and practice teaching,  
**BE IT RESOLVED**, that the Alberta Teachers' Association recommend to the Department of Education, the Executive Council of the Government, and the Board of Teacher Education and Certification that the one-year program of teacher training be eliminated and that a minimum of two years in the Faculty of Education of the University be required for certification.
17. BE IT RESOLVED, that the Department of Education and the Faculty of Education of the University of Alberta be asked to organize workshops for groups of teachers as a form of inservice training and that school boards



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- be encouraged to send teachers to attend these workshops, and that teachers who attend shall receive their salaries in full and have all expenses paid.
18. BE IT RESOLVED, that the control of standards and conditions of entrance to the teaching profession be determined in consultation with the Alberta Teachers' Association.
19. Whereas; in the interests of education it is desirable that all teachers be fully qualified, and  
Whereas; regular classroom teachers must meet the requirements as set forth by the Department of Education and the Board of Teacher Education and Certification,  
BE IT RESOLVED, that the policy of the granting of Letters of Authority be restricted immediately and that this policy be discontinued permanently at the earliest possible moment.
20. BE IT RESOLVED, that those teachers who go on a legal strike receive at least 75 percent of their wages during such strike.
21. BE IT RESOLVED, that (1) the Executive Council of the Alberta Teachers' Association set up a fund for the purpose of paying all or part of the salaries of teachers who are on strike with the approval of their local association and the Executive Council of the Alberta Teachers' Association, and other expenses in connection with the strike, and  
(2) this fund to be called the Special Emergency Fund of the Alberta Teachers' Association, to be used in emergencies in Alberta only, and  
(3) the fund be established through the following means:  
(a) a levy of one dollar per teacher per week while the strike is in progress, and for as long after the strike is settled as



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- deemed necessary by the Executive Council. This amount to be collected by the locals,
- (b) such portion of the general surplus as may be voted each year by the Annual General Meeting.
- (c) additional contributions from local associations and individuals,
- (d) accumulated interest on any amounts in the fund.
22. **BE IT RESOLVED**, that the Alberta Teachers' Association approves the principle of equal pay for equal work.
23. **BE IT RESOLVED**, that the Alberta Teachers' Association, as part of its publicity campaign with the Alberta Educational Council, continue to stress that the teachers cannot do proper work in a modern school system with more than 30 students per class and that the ideal more nearly approaches 25.
24. **BE IT RESOLVED**, that the Alberta Teachers' Association inform the Executive Council of the Government that it favours the continuation and extension of using part of the money for bursaries for students in the first and second years of training in the Faculty of Education, for scholarships to students in the third, fourth, and post graduate years of training in the Faculty of Education.
25. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to discuss with the Association the relationships among teachers, principals, and superintendents.
26. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education that, in all schools, provision be made for adequate staff rooms, including principal's office and a general staff room.
27. **BE IT RESOLVED**, that the Alberta Teachers' Association ask provincial and local school authorities to give consideration to finding a solution to the problem of living accommodation for teachers, including the feasibility of building houses and apartments centrally located in villages or towns, such buildings to have modern facilities.
28. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Alberta School Trustees' Association and the Department of Education to provide
- (a) time for principals, vice-principals, and teachers in order to look after details of administration and/or preparation of materials for classroom instruction,
- (b) stenographic and clerical assistance to principals, vice-principals, and teachers.
29. **BE IT RESOLVED**, that the Department of Education be asked to cooperate with the Alberta School Trustees' Association and the Alberta Teachers' Association in the preparation of regulations with regard to the renting of teacherages.
30. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 367, Subsection (2) of *The School Act* by providing that a vice-principal be appointed in every school where six or more teachers are employed.
31. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* giving local associations of teachers the right to negotiate with the school boards with respect to vacation periods, having regard to transportation

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- facilities and to the minimum vacation provided in *The School Act*.
32. BE IT RESOLVED, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to propose an amendment to *The School Act* by providing for payment of a teacher's salary in full for a period of not more than five days in any one year in cases where a teacher is absent from school to attend meetings of educational nature.
33. Whereas; good public relations and an organized plan of publicity are needed to keep the people of Alberta informed with respect to the good and bad features of our educational system, and Whereas; a lack of interest on the part of our citizens in our schools may be due to ignorance of the state of our schools and of the objectives of education in Alberta, and not to public indifference to education,
- BE IT RESOLVED, that every local be urged to set up a public relations committee, and a publicity committee, which committees shall be directly responsible for public relations activities in
- (1) sending news of local interest to the local press,
  - (2) sending news of provincial interest to the Alberta Teachers' Association Head Office,
  - (3) assisting the Alberta Education Council publicity campaign and all other campaigns interested in the welfare of our schools,
  - (4) cooperating with the press through advising them of educational events of interest and news value, and further
- BE IT RESOLVED, that each local provide the necessary funds in order that this committee may not be handicapped in carrying out its duties.
34. Whereas; in the past no selection of applicants to the Faculty of Education has been in effect, and Whereas; the policy of admitting any person with the required academic qualifications has resulted in loss of prestige and professional status to the teaching profession,
- BE IT RESOLVED, that the Alberta Teachers' Association ask the Board of Teacher Education and Certification to make provision for the adoption of some system of teacher selection, in consultation with the Alberta Teachers' Association; such system to include personal interviews, and any other techniques that would assist in selecting as candidates for teacher training only those who are fitted for the profession of teaching.
35. BE IT RESOLVED, that the Executive Council of the Alberta Teachers' Association, in cooperation with the Canadian Teachers' Federation, continue their efforts to have allowed as deductible from taxable income
- (1) expenses in attending summer school,
  - (2) contributions of supplementary pension fee of  $\frac{1}{2}\%$  of salaries;
  - (3) professional books and magazines,
  - (4) expenses of attendance at conventions,
  - (5) living expenses while absent from home marking examination papers.
36. Whereas, some books (including workbooks), tools, and equipment useful in the school room, manufactured in the United States, are not available in Canada, and Whereas; a teacher who purchases such books, tools, or equipment from the United States must pay a heavy duty on them,

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- rendering impractical such purchases, which would otherwise be beneficial to teachers and pupils, **BE IT RESOLVED**, that appeals be made through the proper channels requesting the federal government to revise such duties, in the interests of education.
37. **BE IT RESOLVED**, that it is desirable that every high school, junior or senior of Alberta, which contains ten rooms or more, shall have on its staff at least one teacher specially trained in library administration.
38. Whereas; there is at present no good evidence on which to make long-range comparisons of student achievement in the basic school skills, and  
Whereas; many unsupported statements are constantly being made, comparing children of this school generation with other generations, or years,  
**BE IT RESOLVED**, that the Alberta Teachers' Association initiate a long-range research program in basic school skills in the province of Alberta with a view to providing evidence upon which future comparisons might fairly be made.
39. **BE IT RESOLVED**, that this Annual General Meeting endorse the idea of the formation of a high school athletic association to govern school competitions; that we request the Alberta Teachers' Association to assist in the formation of such an association.
40. Whereas; the Executive Council records in head office of the officers of the locals are frequently incomplete; and  
Whereas; this is a handicap to representatives sent out by the Executive; particularly those engaged in salary negotiations, and  
Whereas; cheques and official business should be addressed only to those who have been duly and officially accredited as the proper officers of a local association,
- BE IT RESOLVED**, that following the annual election of officers of a local association no funds be remitted until names and addresses of all local officers have been received by the provincial office.
41. **BE IT RESOLVED**, that this Annual General Meeting instruct the Executive Council to change the regulations governing elections to make it unnecessary to have a statutory declaration accompany resolutions and nominations sent by officers of locals on behalf of their locals to the Executive Council or to the Annual General Meeting.
42. Whereas; some salary schedules in the province are dated from January 1 to December 31, making it necessary to open negotiations for new salary schedules in December, and  
Whereas; it has been the practice of the Alberta Teachers' Association Executive Council to publish salary policy statements early in the new year to inform those opening negotiations for new salary schedules in September, and  
Whereas; this practice places those negotiating in December a year behind the accepted provincial objectives, and  
Whereas; suggested salary schedules issued in January or later must be anticipated by these groups,  
**BE IT RESOLVED**, that the Alberta Teachers' Association Executive Council publish any directives on policy and also as much information as possible on salary objectives for the following year, not later than November 1, by Newsletters, if not by *The ATA Magazine*.

43. Whereas; many teachers are desirous of improving their qualifications, and  
Whereas; credit courses leading to a degree, offered on Saturday or by night courses by the University of Alberta Extension Branch, would be of great benefit to these teachers, and  
Whereas; such courses have been offered in Edmonton,
- BE IT RESOLVED**, that the Executive of the Alberta Teachers' Association contact the University of Alberta with the view to having such university credit courses made available at other centres in the province.
44. Whereas; increasingly large numbers of teachers are attending summer school each year, and  
Whereas; these teachers come from all parts of the province, and are unable to return to their homes in the middle of the session and so vote, and  
Whereas; there is at present no provision for these teachers to vote in a provincial general election unless they do return to their homes,
- BE IT RESOLVED**, that the Alberta government be requested to amend *The Alberta Election Act* to allow these teachers to cast ballots.
45. Whereas; teacherages in many divisions and counties are in a deplorable state of disrepair and in many cases, because of unsafe heating facilities, constitute a serious fire hazard,
- BE IT RESOLVED**, that the Department of Education be asked to make a survey of teacherages with a view to improving living conditions of teachers and ensuring their safety against

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46. Whereas; the teachers of many schools have great difficulty in receiving the morning programs from the Alberta school broadcasts,  
**BE IT RESOLVED**, that the Department of Education be requested to provide for a closer or more powerful outlet for these broadcasts.
47. **BE IT RESOLVED**, that this Annual General Meeting request the Executive Council to establish a standing committee on pensions.
48. Whereas; Sections 11 and 29 in every township have been set aside as school lands, and the proceeds from the sales of these lands have been placed in a fund, the interest of which has been used for school purposes, and

Whereas; the proceeds accumulating annually from the interest on the School Lands Trust Fund together with the sum realized from the sale of Mineral Rights including Oil and Gas Leases and Rentals, as well as royalties on Oil and Gas are placed in the General Revenue Fund of the Province.

**BE IT RESOLVED**, that the Executive Council of the ATA in cooperation with the ASTA request the Provincial Government to place the proceeds from the sale of mineral rights in the School Lands Trust Fund, and further

**BE IT RESOLVED**, that the proceeds from Royalties, Rentals, and accumulated interest from the School Lands Trust Fund be distributed to school boards

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- throughout the province as additional grants in aid of the cost of Education in the province.
49. BE IT RESOLVED, that the Executive Council of the Alberta Teachers' Association ask the Government to amend *The School Act* so that teachers' contracts be not automatically terminated on June 30, following their sixty-fifth birthday, but shall be continuous with this provision: that after the age of sixty-five the Board may terminate the contract of a teacher, in accordance with the regulations of *The School Act*, and such termination shall not be subject to appeal to the Board of Reference.
50. BE IT RESOLVED, that the Executive Council investigate the possibility of setting up a credit union as soon as possible, according to the regulations of the Credit Union League of Alberta, which is affiliated with the Credit Union National Association.
51. BE IT RESOLVED, that payment for teachers marking examination papers, acting on departmental committees, etc., be their out-of-pocket expenses and remuneration based on professional salary.
52. BE IT RESOLVED, that the Annual General Meeting receive the report of the Provincial Salary Schedule Committee and approve the report in principle, exclusive of the proposal to establish a commission to determine salaries of Alberta teachers, That the Executive Council be authorized to continue in discussion with the Alberta School Trustees' Association, That the committee be requested to expand the proposal in detail, and That the Executive Council submit it to locals for study, and That no action be taken to make a submission to the Government until the matter has been further
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- discussed at a meeting of councillors.
53. BE IT RESOLVED, that the idea re teachers' statistical record books, as presented by Mr. D. M. Sullivan, be approved and implemented.
54. BE IT RESOLVED, that a complete actuarial survey of the present pension fund be made as soon as possible and that additional information be obtained, including
- the answers to the four questions asked by the Minister of Education, and possibly others, asked by the Executive Council and the Board of Administrators, Teachers' Retirement Fund.
55. BE IT RESOLVED, that this Annual General Meeting show their support for the Killam teachers, should they deem it necessary to take strike action.

## *Resolutions Referred to the Executive Council by Annual General Meeting, 1953*

1. Whereas; a better understanding by the provincial membership of the problems confronting, and the decisions of the Executive Council of the Alberta Teachers' Association would foster better professional relations and would aid in preventing misunderstandings regarding the actions of the Executive Council, and  
 Whereas; the councillors delegated to attend the Annual General Meeting are called upon to vote on matters of provincial policy, and a knowledge of the proceedings of the Executive Council would assist these councillors in more adequately understanding some of the basic problems involved,  
 BE IT RESOLVED, that copies of the minutes of the meetings of the Executive Council, presently distributed only to members of the Executive Council, be sent to the councillors through the secretaries of the locals and that one copy be retained by the secretary of the local for reference purposes.
2. Whereas; the majority of teachers are not adequately informed regarding the Alberta Teachers'

Association policy, results of Executive meetings, motions passed by the Central Executive, results of Executive or secretarial meetings with government officials, and  
 Whereas; such information is deemed necessary for intelligent local discussion and decisions,  
 BE IT RESOLVED, that the Annual General Meeting go on record as requesting that a report of all important decisions be publicized in *The ATA Magazine*,  
 3. BE IT RESOLVED, that the convention committees of the cities of Calgary and Edmonton whose conventions are held in February be empowered to choose their own convention guest speaker and that the Central Executive make a grant towards the expenses of the speaker, such grant to be equal to the amount expended by the Executive Council for the 1953 convention speaker.  
 4. Whereas; the teachers who continue to teach after their sixty-fifth birthday make a very worthwhile contribution to the stability of the Teachers' Retirement Fund, and  
 Whereas; at the present time they

are receiving no recognition of this fact,

**BE IT RESOLVED**, that half the years of service after sixty-five be counted as pensionable years the same as those years before the age of thirty.

5. Whereas; Section 12 of By-law No. 1 of 1948 of the Board of Administrators of the Teachers' Retirement Fund requires that no person receiving a pension under this By-law who is re-employed for any period or periods as a teacher shall be paid his pension or any part thereof during any such period or periods except when the pension exceeds his salary in which case he shall receive the amount of that excess; **BE IT RESOLVED**, that an amendment to Section 12 of By-law No. 1 of 1948 be made so that retired teachers may take employment as substitute teachers without losing their pensions.

6. Whereas; the present Alberta Teachers' Association pension plan is not actuarially sound, and Whereas; the pension plan is not guaranteed by the provincial government, and

Whereas; many younger teachers are paying money into the plan which would be sufficient to assure their own pension, and Whereas; there are many teachers who have rendered valuable service to the province but have not contributed to the pension fund sufficient to provide for their pension under the present scale of benefits,

**BE IT RESOLVED**, that the Executive of the Alberta Teachers' Association be asked to look into the possibility of pensions being paid on the basis of a sliding scale. The benefits to increase with years of service with all to be paid a full pension after 21 years when the pension scheme



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- (4) Commercial teacher.

Application forms salary schedule and further information available from

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- will have been in operation for 35 years.
7. Whereas; under the present system of certification, teachers not qualified by experience to teach certain subjects, e.g., science, social studies, French, etc., are allowed to teach these subjects, while teachers with special qualifications and backgrounds in these subjects are not allowed to teach them,
- BE IT RESOLVED**, that the Alberta Teachers' Association and the Department of Education investigate the matter to determine what steps could be taken to make certification more practical.
8. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Government to amend the By-laws of *The Teachers' Retirement Fund Act*, providing that teachers retiring in 1953 have their retirement allowance based on the average annual salary for the six consecutive years of his pensionable service during which his salary was the highest; in 1954 for the seven years; in 1955 for the eight years; in 1956 for the nine years; in 1957, and after for the ten consecutive years of his pensionable service during which his salary was the highest.
9. **BE IT RESOLVED**, that the Executive Council be requested to prepare and submit an electoral ballot which would permit an Annual General Meeting to terminate contributions to the Supplementary Pension Fund, at some date between December 31, 1954, and December 31, 1958, when sufficient reserves are in sight to take care of the estimated liability.
10. **BE IT RESOLVED**, that the Executive Council be requested to institute an electoral ballot which would change the By-laws of the Association so that there shall be ten geographic districts, with a representative from each, districts and boundaries to be determined by resolution of the Executive Council.
11. **BE IT RESOLVED** that the ATA Handbook be brought up to date and distributed without charge before September, 1953.
12. Whereas; we have a code of ethics but inadequate means of enforcing it,
- BE IT RESOLVED**, that the Executive take steps toward achieving this end by empowering the local ATA executive of each division to receive and review complaints about breaches of this code and give a preliminary hearing in the presence of an appoint-

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- ed member of the Central Executive.
- 13. BE IT RESOLVED**, that teachers who take teaching positions with the Dominion of Canada under the Colombo Plan shall receive the same consideration under our pension plan as members of the Armed Services in the past war.
- 14.** Whereas; there is concern over the financial condition of the Teachers' Retirement Fund, and Whereas; there appears to be a danger that in the future years, those teachers who have paid into the fund for a period of 35 years may not be able to receive their pension rights, due to the financial condition of the fund, **BE IT RESOLVED**, that this Annual General Meeting ask the Executive Council of the Alberta Teachers' Association to seek an amendment to *The Teachers' Retirement Fund Act*, so that until a teacher shall have paid at least half of the amount necessary to pay for a larger pension,
- (1) some reasonable ceiling be adopted,
- (2) those going on pension should have deducted 5% of their pensionable salary till they have paid in for 25 years.
- 15.** Whereas; the remuneration paid to teachers who mark final papers in Edmonton has not kept pace with the general rise in wages and fees, and
- Whereas, the living allowance paid teachers not residing in Edmonton is below expense allowances paid by the government to their officials,
- BE IT RESOLVED**, that this Annual General Meeting request the Executive Council of the Alberta Teachers' Association to seek payments and expense allowances on a more equitable scale for those teachers marking final examination papers.

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ATA



## ***Resolutions Referred to the ATA Education Coordinating Committee***

Resolutions 74-84 inclusive, which appeared in the March issue of *The ATA Magazine*, and the following resolution, were referred to the ATA Education Coordinating Committee by the 1953 Annual General Meeting.

Whereas; in the revised curriculum for the Senior High School, it appears that the courses in Grade XII Literature are to be listed as electives instead of constants, and

Whereas; the teaching of Litera-

ture and its appreciation is regarded by us as a forceful weapon against the modern evils of harmful magazines, newspapers, and books, and

Whereas; it is felt that the students most in need of this weapon may not select it, if it be left to their own choice,

**BE IT RESOLVED**, that the Wainwright Local Teachers' Association go on record as advocating the inclusion of Grade XII Literature among the subjects listed as constants.

---

## ***Changes in the By-laws of the Alberta Teachers' Association***

The following changes in the By-laws of the Alberta Teachers' Association were passed by a two-thirds majority vote at the Annual General Meeting, 1953.

7A. Notwithstanding anything otherwise in these By-laws contained, the Executive Council may in the event of legal strike or lockout, involving members of the Association, levy upon and collect from all members not thereby affected an assessment not exceeding \$1.00 per week per member for the duration of the strike or lockout, and for as long after the strike or lockout is settled as deemed necessary by the Executive Council. The monies so collected shall be deemed to be additional membership fees and shall be added to the fund for reserve and emergency herein otherwise established.

38A. (1) One-half of the members of the Executive Council other than Officers shall be elected annually and shall hold office for a period of two years from the date of

the first Executive meeting following their election.

(2) For purposes only of the election immediately following the passage of this By-law, one-half of the Districts of the Association shall elect a representative to hold office for a period of two years as aforesaid, and one-half of the Districts shall elect a representative for a period of one year. The Executive Council shall by lot determine which Districts shall elect one-year Representatives and which Districts shall elect two-year Representatives.

67. The amounts which may be appropriated from the general funds for the Trust Funds in any one year shall not exceed

\$1,000.00 for scholarships and bursaries  
\$1,000.00 for libraries  
\$1,000.00 for research  
\$10,000.00 for reserve and emergency.

The total amount so appropriated in any one year shall be one of the fixed charges of the Association.

## Civil Defence

Teachers attending the Summer School at the University of Alberta in July and August are being offered a course by Provincial Civil Defence Headquarters in effects of and protective measures against Atomic, Biological, and Chemical warfare.

The course will be given over a five-week period with two 45-minute periods a day. Since this course would require a week if concentrated, the Government of Alberta will pay the equivalent of one week's board and room at University to teachers attending 90% of the lectures.

Application forms for the course are contained in this issue of *The ATA Magazine*. Civil Defence officials urge that applications be submitted as soon as possible so that reservations may be made for the course.

Lectures on the atomic bomb will be given for four periods and will cover effects of the atomic bomb, elementary theory of atomic physics, radioactive effects, and the individual dosimeter and personal protection against atomic attack. Two periods will be devoted to lectures on high explosive missiles and six periods devoted to lectures on war gases and protection against gas attack.

Nine periods will be used for fire fighting instruction and five lectures will be given on civil defence organization. There will be a study period on practical lessons provided by the air attacks on the United Kingdom during the Second Great War. Films illustrating all the phases of Civil Defence will be shown.

Province of Alberta

## Civil Defence Summer School

Course No. 12—July 6 to August 7, 1953

### APPLICATION FORM

Name.....

Address.....  
.....

Sex.....

Signature.....

*Please forward this application to:*  
Provincial Co-ordinator of Civil Defence  
10322 - 146th Street  
Edmonton, Alberta

## Our Camera Looks



Top: Registration of Annual General Meeting delegates.

Center: Anders O. Aalborg, Minister of Education, addressing the Annual General Meeting. Shown left to right, Eric C. Ansley, Miss Marian Gimby, Anders O. Aalborg, Lars Olson, Edwin McKenzie, Robert Kimmitt.

Bottom: Calgary delegates, left to right, S. Evans, E. Coffin, K. Meiklejohn.



## At the AGM

Top: President Marian Gimby presenting Mrs. T. E. A. Stanley with Honorary Life Membership Certificate for the late T. E. A. Stanley.

Center: Portion of the head table at the banquet on April 7. Left to right, Mrs. T. E. A. Stanley, Miss Marian Gimby, Hon. Anders O. Aalborg, Mrs. Eric C. Ansley, Lars Olson.

Bottom: At the banquet, Soloist Gladys Griffin-Beale, Edmonton teacher, and Mrs. J. B. Davies, accompanist.





## Official Bulletin, Department of Education

No. 154

### Weston Tours For Girls

Nominations were received from a large number of high schools and in due course three names were submitted to Toronto to represent Alberta. The three girls selected are:

Clarice A. Evans, Parkland  
Denise M. Ryan, Stettler

Penny M. Wright, Edmonton

These girls will have an extended trip to Britain, including the Coronation period, at the expense of Mr. Garfield Weston.

The selection committee consisted of Miss Marian Gimby, President, Alberta Teachers' Association; Miss Mamie Simpson, Dean of Women, University of Alberta; Mrs. J. D. Newton, representing the Alberta Federation of Home and School Associations; and Dr. W. H. Swift, Deputy Minister of Education.

### Empire Day Message

The following Empire Day message from the Rt. Hon. The Earl of Gowrie, V.C., P.C., G.C.M.G., C.B., D.S.O., President, Empire Day Movement, is addressed to the youth of the British Empire:

"In a few days time, our young Queen Elizabeth II will be crowned in Westminster Abbey. There she will re-affirm the promise she made, on coming of age, six years ago: 'I declare before you all that my whole life, whether it be long or short, shall be devoted to your service . . .

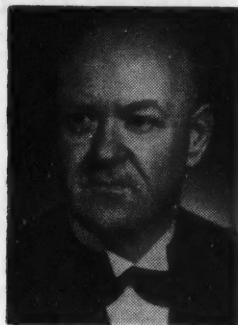
God help me to make good my vow'

"Our new Queen Elizabeth will be crowned in the name of many lands in which live free peoples—countries not even dreamed of in the sixteenth century, but about which she, as a child, knew when learning her lessons in a small house in the park at Windsor. She heard not only of England and the old European world: her father and mother had travelled in almost every country of the Commonwealth, so the Princess learned from them and to think of those differing lands as part of her life too.

"There is another point of special interest which I would like you to note—that, unlike the first Elizabeth or Queen Victoria, our Queen will not be alone on the day of her crowning. In all our history, she is the first Queen to be crowned who—on the day of her Coronation—will be supported by the love of both her husband and her children. No happier sovereign has ever knelt before the altar in Westminster Abbey . . .

"I send my best wishes—to you, children, especially. I envy you so much that you shall grow up and enjoy the privilege of serving such a Queen. She once said that her own childhood had been 'all sunshine.' May God grant this blessing to you all, in every land where this Empire Day Message is read; and may He keep you safe, always."

**Assistant Chief  
Superintendent  
Of Schools**



H. C. SWEET

Announcement has been made recently of the appointment of H. C. Sweet, formerly high school inspector, as assistant chief superintendent of schools. Mr. Sweet will assist W. E. Frame, chief superintendent of schools in that branch of the Department of Education.

**1951 Census Shows  
Canadians Are Living Longer**

(Continued from Page 8)  
of further medical advances before he or she reaches the age at which mortality rates are most significant.

While the medical profession must be congratulated on these excellent results, the implication for the costs of annuity contracts and retirement plans is obvious. In the last few years the rise in interest rates has masked the effects of the improvement in mortality. However, when interest rates cease to rise the steadily increasing life expectancies are bound to result in higher pension costs unless, of course, this is offset by a gradual increase in the average age of retirement.

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# *Teachers in the* NEWS



T. C. SEGSWORTH

**T. C. Segsworth**, chemistry instructor at Lethbridge Collegiate Institute, has been advised by the Massachusetts Institute of Technology in Cambridge, Massachusetts, that he has been awarded a Fellowship for science teachers under the auspices of the Westinghouse Educational Foundation.

Mr. Segsworth will be one of fifty taking special courses in science methods at MIT. In addition to actual classroom practices, specialists will discuss recent scientific developments in their field of activity. Among the subjects of discussion will be cosmic rays, nuclear physics, radioactive tracers, large molecules,

and problems of supersonic flight.

Mr. Segsworth is a past president of the Lethbridge Local.

**William K. Allan**, teacher, Western Canada High School, has built what is believed to be the first amateur television transmitter in Alberta. Construction of the transmitter and an independent television receiver has occupied months of complicated research and Mr. Allan has succeeded in transmitting signals across his basement workshop from transmitter to receiver.

Mr. Allan keeps his equipment in his laboratory at the school for demonstration purposes.

**Anne Carmichael**, teacher at Allendale School, Edmonton, and a former member of the ATA Executive Council, has been appointed assistant director of elementary education for Edmonton Public Schools.

**Clarence E. Smith**, director of the School of Social Work, University of Manitoba, has been appointed dean of the College of Education, University of Saskatchewan. He will succeed Dean S. R. Laycock, who retires in June. Dr. Smith was a member of the Faculty of Education at Manitoba before becoming director of Social work.



## Coronation Souvenirs

April 17, 1953.

To the Editor:

Please accept, with my compliments, the enclosed Coronation Souvenir Photo of The Queen which was reproduced from an Original Color Photo by Karsh, Ottawa.

There are about two thousand of these color photos available for distribution to individuals, on request. They are very suitable for framing and classroom display.

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Edmonton, Alberta.

## Stamp Exchange

Eleanor Tee  
Murray Bridge, Australia  
February 19, 1953

To the Editor:

I am writing to you on the chance that you might be kind enough to help me in my quest for a correspondent interested in exchanging Canadian stamps for Australian. Being a teacher, I thought to find a correspondent among your teachers who would give additional interest to our writing.

I should like to exchange on the basis of a mint and used stamp of each issue which is made. I should

## TEACHERS

A large Canadian organization in the educational publication field would like to contact two or three teachers to call on school trustees and homes during the summer holidays. Last year teachers earned well over \$100.00 a week. Complete selling outfit supplied. If you would like to earn extra money during July and August write to A. W. Meredith, 1105 Federal Building, Toronto.

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## MEDICINE HAT CITY SCHOOLS

There will be vacancies for teachers on the Medicine Hat teaching staff with duties to commence 1st September, 1953.

Application forms and copies of the Salary Schedule will be forwarded upon request to the undersigned.

G. H. DAVISON,  
Secretary-Treasurer,  
Medicine Hat School  
District No. 76

Box 189,  
MEDICINE HAT, Alberta

prefer to exchange without a consideration of either correspondent owing the other anything.

If you could in some way bring this letter to the notice of any teacher interested in philately and exchange with Australia, I should be very grateful.

Yours faithfully,  
C. L. J. LAPTHORNE.

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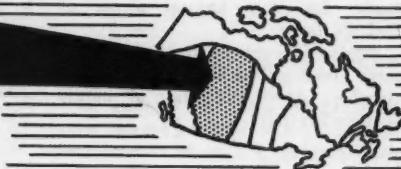
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# NEWS

from  
**OUR LOCALS**



## Beverly Sublocal

At the March meeting, Beverly Sublocal members made secondary plans for the May festival.

Beverly teachers now have accumulative sick pay in their salary schedule.

## Clover Bar Local

Executive of the Clover Bar Local heard, at the March meeting, two plans for a single salary schedule, drawn up by members of the salary policy committee. Both plans are designed to make salary recognition of professional training more equal to increments paid for experience. One plan made experience increments proportionately higher for teachers with longer training; the other had the annual increments equal, but made the possible number of increments depend upon length of training, fifteen annual increments being available to the category with the longest professional training.

## Clyde-Westlock Sublocal

R. F. Staples, at the March meeting, reported that the question of having a high school meet was uncertain because all the centers, which might be interested, have not been heard from. However, the recommendation to have a sublocal elementary meet on May 29 was approved. The committee appointed to look after local arrangements was M. D'Andrea, chairman, M. Selezinka, K. Nixon, R. Cunningham, and J. Noel.

W. Sharek led a discussion on the teaching of current events.

## Evansburg-Wildwood Sublocal

President R. Zuar gave a report on the Annual General Meeting, dealing specifically with salary negotiations, Banff Workshop, and the pension fund.

The "Tale-Bearing Pupil" and the "Over-Active Pupil" were topics of discussion at the last meeting.

Members have chosen May 22 as the date for their track meet.

## Foothills Sublocal

Salary negotiations, report of the Banff Workshop, and a discussion and voting on Annual General Meeting resolutions were on the Foothills Sublocal agenda for March 25.

Post-meeting reaction sheets passed around at the meeting indicated a wish for more time for topic discussions, and entertainment.

## Lindale-Breton-Warburg Sublocal

Eighteen members present at the March 2 meeting discussed the regional meeting, track meet, and the rental of textbooks.

It was agreed that if the books were looked after for the pupil, he would have no incentive to look after his own books.

In the homework discussion, it was thought that music and the radio hamper the child doing homework.

## Stettler Sublocal

D. A. Prescott, Central Western Geographic Representative, gave a talk on the ATA Pension Plan, at the March meeting of Stettler Sublocal.

At the April meeting, plans were

made for the annual picnic at Buffalo Lake.

Sublocal members decided to hold their meetings during the months of October, April and May at points outside Stettler.

#### Tofield Sublocal

Members agreed to send a congratulatory letter to Lars Olson, the new ATA president.

Plans were made for the track meet, which is to be held on May 20. It was suggested that the number of contestants entering events be increased and that the extra contestants would act as substitute for any classmate contestant who was ill during the meet.

An additional event this year will be the softball throws for girls' classes A, B, and D and boys' class D.

Jack Lampitt was elected to represent the teachers at the Tofield Coronation Celebration meeting.

#### Two Hills Sublocal

Grade XII English was the feature discussion at an Institute meeting of the Two Hills Sublocal held on March 20. Michael Toma summarized and reported on the common errors made

by 51 students in the Two Hills Division who wrote the English examinations last June. He stressed that most students had difficulty in writing well organized paragraphs and essays. Interpretation of poetry and prose was below the provincial average. The detailed report was followed by a discussion in which staff members agreed that quality of written work could be improved by more experience in writing in all the grades.

Superintendent F. Hannochko stressed that written work requires more effort, planning, and teacher supervision. Use of workbooks was criticized because they lead to a tendency of less written work and a poorer comprehension of words. In comparing English to mathematics, Mr. Hannochko stated that the latter is mastered by repetition and understanding which should also be applied to the teaching of English.

At a Sublocal meeting which followed, Councillor Michael Kostek presented a report on the nominations for the Executive Council of the Association, ATA fees and the proposed salary schedule for the next term.

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JOHN P. HARMACY - PHONE No. 6 - WINFIELD, ALTA.  
INQUIRIES INVITED

## Professionalism in Teacher Training

(Continued from Page 7)

It has been suggested that professionalism ought to be taught in every education course. Instructors indicate that this is done whenever possible, but many of the courses lend themselves very little, if at all, to such teaching. It has also been suggested that there be a course in professionalism and ethics. To date this has not been considered feasible, and it is felt that this training may

best be integrated with the student's other work.

In general the student teachers have shown genuine interest in the profession, and embark on their work of teaching with high ideals of service. One of the best means of encouraging and strengthening them in these ideals would be an example of real professionalism among the older teachers with whom they will work.

---

## Increasing the Prestige of the Teaching Profession

(Continued from Page 13)

we had any degree of public esteem.

Nevertheless, we have come a long, long way in five decades. There is wide and genuine concern about the education of teachers. There is increasing recognition of the teacher's needs. We rejoice that there is an increasing number of teachers that are more and more concerned with life's social problems. We know that there are numbers of faculties in teacher educating institutions who are working on the solution of their own problems.

The regrettable facts that I have cited, and others not here named, however, still remain. Preservice education is still sadly deficient; there is far too much inertia in the profession; there is far too little dynamic leadership.

There are, after all, only a few simple but profoundly important

things in life. They determine what you and I want for ourselves, for our children, for our people, for our country, for the world as a whole. We want freedom. We want literacy for all the children of all the people. We want justice, truth, and all the other humanitarian virtues that we have long regarded as a part of a decent and democratic way of life. We want education for our children that is rational and adequate.

If we teachers, in our several organizations, could with unfaltering faith and dedication keep our minds and our attention focused on such wants and needs as these, we might make the kind of contribution to world society that we have always been capable of making but which we have never achieved. The problem of prestige would take care of itself.

*"As long as we continue to make second-class citizens of our teachers, our children will receive a second-class education".—Benjamin Fine.*



April 16, 1953

### Ponoka, March 19

Pension and salaries were discussed at the March meeting of the Ponoka Local, which Miss C. E. Berry and I attended. The unfunded liability was chased around and around just like a greasy pig at a country fair. There should be a reward given to the person who defines unfunded liability in simple terms so that it may be understood and explained by anyone of us to everyone of us.

### The County Act

On March 20, I attended a meeting of the Calgary Trades and Labour Council to discuss *The County Act*, and how it affects schools. The Council expressed itself as being in favour of elected school boards with fiscal independence.

### Resolutions

A committee of the Executive (Marian Gimby, Frank J. Edwards, Lars Olson, W. Roy Eyres, F. J. C. Seymour, and Eric C. Ansley) met with the Hon. A. O. Aalborg, Dr. W. H. Swift, and W. E. Frame to present some of the resolutions of the last Annual General Meeting.

### Presentation of Resolutions

For years, a committee of the Executive has presented Annual General Meeting resolutions to the department officials and to the government. It might be well to review this practice, in cooperation with the trustees' association. There isn't much to show for the work of the last few years. Even the statutory minimum salary hasn't been changed—it is still \$1,000.

### The Right to be Consulted

The right to be consulted is an important factor in our form of government. While trustees and teachers are consulted by the Department on some occasions, they are not consulted on all proposed changes affecting schools, for example, *The County Act*, and tenure of principals.

### **Casualty Insurance**

I have been investigating insurance to cover personal liability of members of the Alberta Teachers' Association, arising out of their occupational pursuits, including bodily injury liability and property damage liability. If your local is interested, will you please write or speak to me about this kind of insurance at the fall convention?

### **Teacher Recruitment Committee**

This committee, under the chairmanship of W. E. Frame, chief superintendent of schools, met on March 27 to consider teacher recruitment. The discussion included career nights, newspaper articles about teaching, and a letter from the Minister of Education to Grade XII graduates.

The problems of how to influence more students to enroll in the bachelor of education program rather than in the temporary licence program, and how to encourage more students to complete their high school education, were also discussed.

### **Executive Meetings**

The last meeting of the 1952-53 Executive was held on April 4 from 9:00 a.m. to 12:20 a.m. The new Executive met on Thursday, April 9, from 10:30 a.m. to 2:30 p.m.

### **Annual General Meeting**

The Annual General Meeting, 1953, was held in the new banquet room in the Macdonald Hotel, April 6, 7, and 8.

The agenda included executive elections, provincial salary schedule, pensions, the Killam salary dispute, financial statements, the budget for 1953-54, group insurance, credit unions, and the sale of mineral rights on school lands.

Miss Marian Gimby, of Edmonton, president of the Association, presided at the sessions of the Annual General Meeting, and was chairman of the banquet, at which Hon. A. O. Aalborg was the guest speaker.

Lars Olson, of Holden, vice-president of the Association, presented the resolutions, and was chairman of the finance committee.

A. G. Andrews, secretary of the ASTA, explained about school lands and mineral rights on these lands, and how the proceeds of sales of school lands had been placed in a special fund for schools but that the proceeds from the sale of mineral rights on these school lands had been paid into the General Revenue Account of the Province.

### **Teachers' Statistical Records**

D. M. Sullivan explained his proposed teachers' statistical

records. Anyone who thinks statistics are dry should have heard "D.M.," who was at his best.

### **Financial Statements**

The members' equity in the Alberta Teachers' Association is now \$249,317.30. The supplementary pension fund reserve is \$83,679.13.

### **Membership**

It was noted that membership has increased by 200 but that there are still very few members of the Faculty of Education staff in the Association.

### **Credit Unions**

L. Hebert, deputy supervisor, Credit Unions for the Province of Alberta, explained credit unions, and how a credit union for teachers could be operated.

### **Thanks to Departmental Officials and Others**

Hon. Anders O. Aalborg, Dr. W. H. Swift, W. E. Frame, and T. C. Byrne attended the Annual General Meeting, including the sessions on Easter Monday, which is a holiday for the Department of Education.

Rudolph Hennig and A. G. Andrews, president and general secretary of the Alberta School Trustees' Association, respectively, were also in attendance.

All made valuable contributions to the meeting through the information they were able to place before the councillors.

### **Honorary Life Membership**

Mr. C. O. Hicks was presented with an honorary life membership by Miss Marian Gimby at the Executive meeting on April 14.

The late T. E. A. Stanley, of Calgary, was also awarded honorary life membership. Mrs. T. E. A. Stanley received the certificate of membership from Miss Marian Gimby at the banquet. Mr. and Mrs. Ross Stanley, Mr. and Mrs. Kelly Stanley, and Miss Irma Stanley were guests at the banquet.

### **This Month's Story**

From Grade XII Social Studies Paper: "Not only has Canada natural products, but natural beauties which attract many young men every year from all parts of the world."

*Erele Ansley*



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